**Historical Thinking**

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| **HS 1.HT.12 Chronological Reasoning: Causation and Continuity** *Analyze multiple and complex causes and effects of developments, events and historical periods and identify the differences between long-term and triggering events.* | |
| **Key Idea**: | |
| **Students who demonstrate understanding, can address the following Compelling Questions:** | **Students who demonstrate understanding, can address the following Supporting Questions:** |
| **Sample Concepts:**   * *May include, but are not limited to the following:* | |

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| ***HS 2.HT.12 Chronological Reasoning: Causation and Continuity*** *Analyze multiple and complex causes and effects of developments, events and historical periods to identify change and continuity in historical contexts and explain why it is significant.* | |
| **Key Idea**: | |
| **Students who demonstrate understanding, can address the following Compelling Questions:** | **Students who demonstrate understanding, can address the following Supporting Questions:** |
| **Sample Concepts:**   * *May include, but are not limited to the following:* | |

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| **HS 3.HT.12 Chronological Reasoning: Causation and Continuity** *Analyze multiple and complex causes and effects of events in the past to identify change and continuity in historic eras and evaluate how historical events, developments and historical periods were shaped by unique circumstances of time and place, as well as broader historical contexts.* | |
| **Key Idea**: | |
| **Students who demonstrate understanding, can address the following Compelling Questions:** | **Students who demonstrate understanding, can address the following Supporting Questions:** |
| **Sample Concepts:**   * *May include, but are not limited to the following:* | |

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| **HS 4.HT.12 Chronological Reasoning: Causation and Continuity** *Analyze multiple and complex causes and effects of events in the past to identify change and continuity in historical eras and assess how the significance of the actions of individuals and groups change over time and are shaped by the historical context.* | |
| **Key Idea**: | |
| **Students who demonstrate understanding, can address the following Compelling Questions:** | **Students who demonstrate understanding, can address the following Supporting Questions:** |
| **Sample Concepts:**   * *May include, but are not limited to the following:* | |

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| **HS 1.HT.13 Historical Understanding: Contextualization and Perspectives** *Analyze complex and interactive factors that influenced the perspectives of people during different historical eras and explain how perspectives of people in the present shape interpretations of the past.* | |
| **Key Idea**: | |
| **Students who demonstrate understanding, can address the following Compelling Questions:** | **Students who demonstrate understanding, can address the following Supporting Questions:** |
| **Sample Concepts:**   * *May include, but are not limited to the following:* | |
| **HS 2.HT.13 Historical Understanding: Contextualization and Perspectives** *Analyze how historical contexts shaped and continue to shape people’s perspectives and explain how perspectives of people in the present shape interpretations of the past.* | |
| **Key Idea**: | |
| **Students who demonstrate understanding, can address the following Compelling Questions:** | **Students who demonstrate understanding, can address the following Supporting Questions:** |
| **Sample Concepts:**   * *May include, but are not limited to the following:* | |
| **HS 3.HT.13 Historical Understanding: Contextualization and Perspectives** Historical Understanding: Contextualization and Perspectives *Analyze the ways in which the perspective of the creators of historical documents shaped the history that they produced and explain how perspectives of people in the present shape interpretations of the past.* | |
| **Key Idea**: | |
| **Students who demonstrate understanding, can address the following Compelling Questions:** | **Students who demonstrate understanding, can address the following Supporting Questions:** |
| **Sample Concepts:**   * *May include, but are not limited to the following:* | |
| **HS 4.HT.13 Historical Understanding: Contextualization and Perspectives** *Analyze how current interpretations of the past are limited by the extent to which available historical sources represent perspectives of people at the time and explain how perspectives of people in the present shape interpretations of the past.* | |
| **Key Idea**: | |
| **Students who demonstrate understanding, can address the following Compelling Questions:** | **Students who demonstrate understanding, can address the following Supporting Questions:** |
| **Sample Concepts:**   * *May include, but are not limited to the following:* | |
| **HS 1.HT.14 Historical Arguments** *Categorize and prioritize various arguments obtained from historical sources to help build a valid argument, including counterclaims, after considering change over time, historical perspectives and relevance of sources.* | |
| **Key Idea**: | |
| **Students who demonstrate understanding, can address the following Compelling Questions:** | **Students who demonstrate understanding, can address the following Supporting Questions:** |
| **Sample Concepts:**   * *May include, but are not limited to the following:* | |
| **HS 2.HT.14 Historical Arguments** *Analyze the central arguments from several historical sources to collect evidence to construct a coherent argument, acknowledging all counterclaims, while taking into consideration change over time, historical perspectives and relevance of sources.* | |
| **Key Idea**: | |
| **Students who demonstrate understanding, can address the following Compelling Questions:** | **Students who demonstrate understanding, can address the following Supporting Questions:** |
| **Sample Concepts:**   * *May include, but are not limited to the following:* | |
| **HS 3.HT.14 Historical Arguments** *Review and critique the main arguments from multiple reliable historical sources to construct a complex rational argument, addressing all major counterclaims and taking into consideration change over time, historical perspectives and relevance of sources.* | |
| **Key Idea**: | |
| **Students who demonstrate understanding, can address the following Compelling Questions:** | **Students who demonstrate understanding, can address the following Supporting Questions:** |
| **Sample Concepts:**   * *May include, but are not limited to the following:* | |
| **HS 4.HT.14 Historical Arguments** *Synthesize evidence from multiple historical sources and interpretations into a complex logical argument, fairly and thoroughly developing counterclaims, while considering change over time, historical perspectives and relevance of sources.* | |
| **Key Idea**: | |
| **Students who demonstrate understanding, can address the following Compelling Questions:** | **Students who demonstrate understanding, can address the following Supporting Questions:** |
| **Sample Concepts:**   * *May include, but are not limited to the following:* | |

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| **HS 1.HT.15 Interpretation and Synthesis** *Detect limitations in historical evidence and interpretations about multiple historical sources to pursue further inquiry and investigate additional sources.* | |
| **Key Idea**: | |
| **Students who demonstrate understanding, can address the following Compelling Questions:** | **Students who demonstrate understanding, can address the following Supporting Questions:** |
| **Sample Concepts:**   * *May include, but are not limited to the following:* | |

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| **HS 2.HT.15 Interpretation and Synthesis** *Analyze and synthesize evidence between historical sources and secondary interpretations to determine their relationship.* | |
| **Key Idea**: | |
| **Students who demonstrate understanding, can address the following Compelling Questions:** | **Students who demonstrate understanding, can address the following Supporting Questions:** |
| **Sample Concepts:**   * *May include, but are not limited to the following:* | |

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| **HS 3.HT.15 Interpretation and Synthesis** *Critique the usefulness and appropriateness of historical sources based on sourcing for a specific historical inquiry or use in secondary interpretation.* | |
| **Key Idea**: | |
| * **Students who demonstrate understanding, can address the following Compelling Questions:** | **Students who demonstrate understanding, can address the following Supporting Questions:** |
| **Sample Concepts:**   * *May include, but are not limited to the following:* | |

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| **HS 4.HT.15 Interpretation and Synthesis** *Evaluate and question multiple historical sources to pursue further inquiry and investigate additional sources for the purpose of synthesis of the past while applying insights from the present.* | |
| **Key Idea**: | |
| **Students who demonstrate understanding, can address the following Compelling Questions:** | **Students who demonstrate understanding, can address the following Supporting Questions:** |
| **Sample Concepts:**   * *May include, but are not limited to the following:* | |